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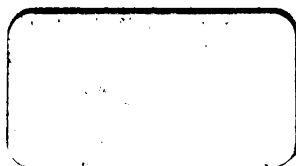


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**THE STUDY OF THE BEHAVIOR OF AN
INDIVIDUAL CHILD**

THE STUDY OF THE BEHAVIOR OF AN INDIVIDUAL CHILD

SYLLABUS AND BIBLIOGRAPHY

BY

JOHN T. MCMANIS

Professor of Education, Chicago Normal College



BALTIMORE:
WARWICK & YORK, INC.
1916

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This *Syllabus* is the outgrowth of attempts to direct prospective teachers in classes in Education to understand child life in the city. In doing this work it has been found more effective to study individual cases rather than the child as a type or children in general. As soon as a young woman has assumed responsibility for the study and care of an individual child she has sought for general material and for advice to help her understand her problem. The fundamental assumption underlying the course is that the child is like other living creatures. Placed under the artificial environment of the city he is handicapped in many respects and it is the business of education to remove such handicaps so far as possible. In order to do this, it is necessary to understand the child's life in detail and to see the kind of conditions essential for his proper growth.

No attempts at completeness have been made in either the *Syllabus* or the *Bibliography*. The object has been to suggest lines of study for persons who are not expert investigators but who are to become teachers of the young. The books and references given are such as are available to beginning students.

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I.

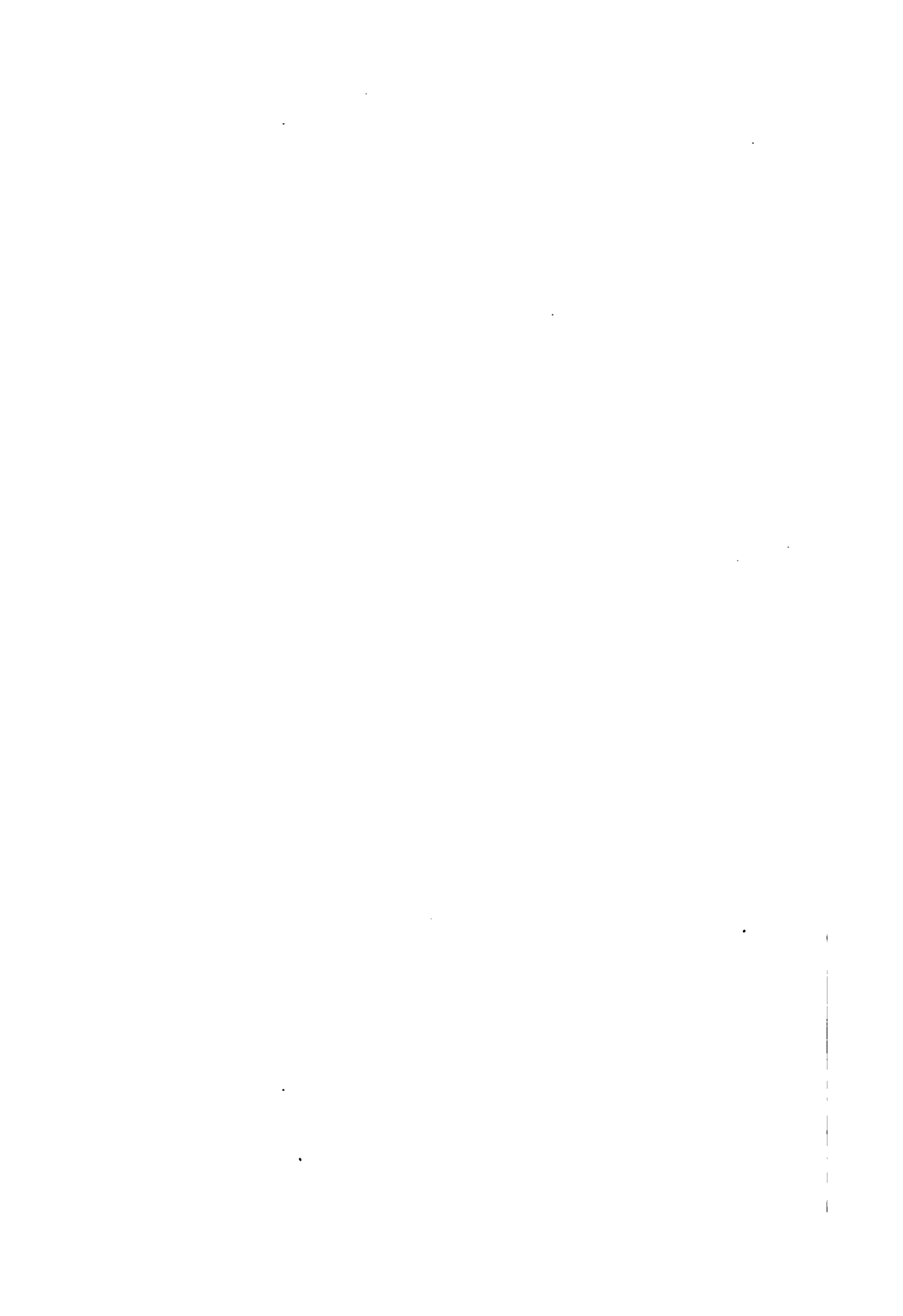
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in one of these fields must be of value in each of the other. Ontogeny and phylogeny are not wholly distinct phenomena, but are only two aspects of the one general process of organic development. The evolution of races and of species is sufficiently rare and unfamiliar to attract much attention and serious thought; while the development of an individual is a phenomenon of such universal occurrence that it is taken as a matter of course by most people, something so evident that it seems to require no explanation; but familiarity with the fact of development does not remove the mystery which lies back of it, though it may make plain many of the processes concerned. *The development of a human being, of a personality, from a germ cell is the climax of all wonders, greater even than that involved in the evolution of a species or in the making of a world."*

In being understood, in being cared for and nurtured in body and mind, in being well bred and in having a clean, wholesome environment, the child should receive at least as much consideration as plant or animal.

II.

GENERAL METHOD OF STUDYING BEHAVIOR OF THE CHILD.

Instead of discussing hypothetical children we desire to study and to try to interpret real children by associating with them and watching directly their reactions and dispositions. In doing this we must bear in mind that the child, like other living creatures, is susceptible to the treatment given to him. If he is to be understood by another he must receive encouragement, must be respected as a personality, must be treated with frankness and openness, must be relied upon implicitly for his own viewpoint. Growing children have many companions and playfellows, but few intimate friends, especially among adults. The essential prerequisite for understanding and helping the child lies in close, sympathetic friendship. This does not imply a gushing, overzealous crowding of a superior being into the child's affairs, but a genuine interest in his life and his purposes and accomplishments. Probably the rarest quality in adulthood is this power to become an unaffected friend of a child. The difficulty lies in our own self-centred interests and not in the child.

On the other hand, it is desirable that the student of child life should know something of the method of the scientist. Especially important is the disinterested application of all the intelligence at the disposal of the student to the problems confronting him in the life of the child. The cold-blooded analysis of the

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V.

PLAYS AND GAMES OF THE CHILD.

It has been said that play is the most serious business of childhood. Begin to look at the child's play not as mere fun or superficial demand for pleasure, but as an innate requirement of the healthy young for creative, active lives. Growth, physically and mentally, morally and socially, depends primarily on play. For this reason play deserves most careful study. Notice that early play has little external organization in it, but at the same time contains clear evidence of being orderly and controlled by the demands of the child's growing nature. By degrees play takes on the form of the game, having ends and explicit rules to secure such ends. The plays of children owe their content largely to surroundings and to companionship, but their form reveals the growth and maturity of the children. For example, two children of different ages may play "school" or "ball," but each plays a different kind of game because of his difference in maturity of conceptions and standards. For the time being children become what they play: Indian, fireman, policeman, each contains elements of children's natures projected into objective form, and are therefore not mere imitations of something outside of themselves. In so far as they can be encouraged thus to project themselves in play form, children can be controlled satisfactorily through the objects they put themselves into in play. People often insist that imitation explains the character of the play of children, while, as matter of fact, they might better say

that children create the characters and parts they portray in their actions. Whatever the relation of imitation to play, this creativeness is the most significant part of it and must be studied very carefully if one is to see the nature and needs of the individual child. Socializing influences of play in this study will appear and should be watched and classified.

Your best understanding of children will come from playing with them, from entering into their games, from helping them plan games, and from catching their spirit as they abandon themselves in play. Be sure to see as far as possible the points of view which actuate them in their activities. Most of the "troubles" of children come from their attempts to carry out their own legitimate purposes and plans which are misunderstood and mistaken for "mischief" by older persons. Insight into their lives got through study of play will often restrain our interference with their plans and help us to guide them into safe channels.

Report on Plays and Games of the Child.

1. What the child plays
2. Describe in detail manner of playing—what he sees and tries to make his own through his play
3. Individual or group plays and games. Distinguish between unorganized play of younger children and organized games of older ones.
4. Loyalty to group interests—when it arises, how it shows itself, and its effects on attitude of children toward each other
5. Leadership in play. The being "it" of younger children must be distinguished from leadership in older children

6. Seasonal games
7. Periodic interests and fads in play.
8. Differences shown by child in directed and undirected play
9. Where and when child plays—character of place as to appropriateness for play, quietness and cleanliness, etc.
10. Possession of toys and implements for play . . .
11. Relate play of child if possible to
 - (a) Physical growth as shown in first study.
 - (b) Home life and attitude of elders towards play.
12. Note mentality shown by child in plans and execution of them: imagery, emotions, concentration, and tenacity.
13. Plan play or game for child and note carefully
 - (a) Mental alertness—as in inventions or puzzles . .
 - (b) Physical ability—as in ball throwing
 - (c) Coöperation—as in ball game

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VI.

INSTINCTIVE ACTIVITIES OF THE CHILD.

Instinctive actions are the most numerous and most difficult as well as the most important manifestations of growing children. Just because they are numerous and spontaneous, they are so fleeting, so transitory, and so intimate a part of life that they are overlooked or ignored. It is practically impossible to devise a test or set of tests to bring them under exact control, so that much of the information about them will necessarily be what is caught at random by close association with the child. Nearly all writers group too many activities under the heads of what they call an instinct. For example, play is usually given as *an* instinct. Play is instinctive, but is better regarded as activity based on instincts or as the form which all instincts take when they show themselves. *What* the child plays presents the instinctive element rather than the fact of playing being an instinct. In the same way, students should try to discriminate the characteristic stages and elements in *curiosity*, *imitation*, *socialinstincts*, rather than to merely name these as so many instincts. Imitation, for example, is always relative to the child's stage of growth and has now one meaning and now another. Looking at instincts from the point of view of their multiplicity, their transitoriness, and their intricacy, we must follow the child under all circumstances to find them. Furthermore, instinctive and spontaneous tendencies soon become mixed with experience—the older the child becomes, the less purely spontaneous and in-

instinctive are his acts found to be. It is likely that instinctive manifestations follow the physical changes of the child; therefore, see if you can explain on grounds of bodily growth the appearance of the most striking of these native tendencies to act.

Looked at from the point of view of their outlet, instinctive actions demand natural conditions and natural environments to guide them. Raised in a wholly artificial environment, children miss their most significant heritage of nature and of activities in nature and, at the same time, lose their only chance to lay a foundation of solid experience on which to build the superstructure of ideas and culture. Freedom to act in instinctive ways is essential to both physical and mental growth. Control of children comes naturally through the demands made upon them to react to the world in which they find themselves, so that we always have the power to use and direct their native instinctive responses in fortunate or unfortunate directions. The playground, gymnasium, the school garden, the shop and laboratory are places where these demands to act have their proper fulfillment and their proper direction. Watch the child in these places for his spontaneous reactions.

STUDY OUTLINE.

1. Name all spontaneous activities which you observe in child—watch him play, alone and with others, keep track of his likes and his aversions.
2. Describe in full the manner in which such activities reveal themselves, showing when and under what circumstances.
3. Distinguish between instincts and interests. (The latter are derived from personal experience.)

Note all such activities separately. Note transitions from instincts to interests.

4. Study and classify objects which child seeks, or craves, or creates—such as places of nature, pets, companions, weapons, etc.

5. Relate instinctive activities to growth, as shown in study I.

6. Distinguish between instincts of boys and girls—whether they show identical traits, are equally strong and lead to same ends.

7. Note all changes in spontaneous activities in child while you are studying him—how long they persist, whether they die or go into some other form, what effects they leave on character.

8. Relation of child's instincts to school work—help or hindrance.

9. Relation of instincts to discipline of child—unruly, submissive, quiet, boisterous, open or secretive.

10. Devise situations or experiments to bring out or modify instincts.

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VII.

OUTSIDE INTERESTS AND ACTIVITIES OF THE CHILD.

In play and instincts we have studied inner strivings and characteristic native reactions, and we need now to direct our attention to the world outside of these tendencies, to the forces which give them form and permanency. Companionship, play places, regular haunts, associations, and childish occupations determine the kinds of experiences and habits which life will fix upon the growing child. Whether the boy becomes thief or honest man depends mainly upon slight variations in direction of his native demands determined by outside conditions and influences. Home surroundings, as already noted, determine for the most part these matters of companionship and employment. There is need, however, for grouping under a separate head all the associations and relations of the child. Begin your study with his interest in his companions and find out all you can of them. Get in on as many of their mutual sympathies and secrets as you can without violating his confidence. (By way of caution, remember that if you keep friendship between yourself and the child uppermost, you will need to respect most fully his rights in such matters as companionship; but on the other hand, the closer and more frank and honest you are with him, the more valuable will be your insight into his realm of confidences and intimacies. He will quite readily discuss important matters with people he trusts.) Study too his treasures, his creations, his plans, and any phase of his life which he considers important.

In groups or gangs you will find the most vital influences in the character of the growing child. Strive to know the group as an organization. Study also the efforts being made in various quarters to control organizations such as Boy Scouts or Camp-fire Girls. Loyalty to group interests is to be highly prized and not violated by an outsider, therefore, use great care in dealing with the group. Guidance of the child will be most effective through guidance of the group to which he belongs. It is necessary, therefore, to understand the kind of group you are dealing with, the place of meeting, the aims, and the standards which control it. If one can provide all of these things for the group, one can readily manage the individual child.

Next to control of the group comes the determination of the child's reading. Select stories that have the wholesome element of adventure necessary for forming the character of growing boys and girls.

STUDY OUTLINE.

1. Companionship of child: adults, and children; playmates; chums, their ages, sex, and character. Distinguish between social relationships of younger and older children. Watch effects of company on child. Is he more contented alone or must he have companions?
2. Play groups, gangs, or clubs: study bonds uniting the group; distinguish between being *in* a group and being a part *of* a group.
3. Numbers of children in groups, places and times of meeting, activities carried on by them, cosmopolitan or exclusive.
4. Secrets, signs and formulae of groups. (These belong to older children.)

5. Work: motives back of,—pay, pleasure, competition, regular or occasional, kinds of work, chores, selling papers, or making things.

6. Workshop and tools—inventions and objects constructed.

7. Care for garden, animals, plants or pets and attitude toward job.

8. Care for room, decoration, and property or collections.

9. Trips or excursions, alone or under direction.

10. Outside reading: classify and give character of material read.

11. Consult parent, teacher, and child on points relating to outside interests and activities.

12. Visit social center and find how to provide for children in city.

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VIII.

SCHOOL LIFE OF THE CHILD.

Since the school has come to occupy as important a part of childhood as it does in the modern city, you should endeavor to see your particular child at work among others in the school room if you wish to understand him in all of his relations. Make frequent visits to his room during the year. Ask his teacher about him; get his standing as she judges him. Find out the condition of the school and neighborhood. Get his estimate of the school, the teacher, his fellows. Estimate the effects of his physical conditions and his home life upon his school work and his attitude towards it. Children usually soon come to have a strictly conventional attitude towards the work of the school; they expect to pass or fail in accordance with their previous experiences; they like their teachers or dislike them; they pursue studies as these are required of them and solve problems set by the teacher. When this attitude is carried for any length of time, children become apathetic regarding going to school, or they become actively opposed to the entire matter. Note carefully in this particular whether initiative is fostered and cultivated. Find out the work liked best and try to determine what it is that commends this work to the child. Note whether school life means growth in bodily power, in ability to judge in practical situations, and in moral stamina. Is the school encouraging this child to form definite plans for his own future and does he work in school to satisfy this ambition? It is desirable to know how he spends his time out of school in studying school subjects,

whether he shows zeal and energy in this outside work or whether it is a bore to him.

After carefully studying the methods used in testing school subjects try some one of these on the work of the child. Grade his work and compare your grading with that of his teacher on this particular line of work. Do you think that the school is reaching the best there is in this child? If not, find out the reason for the difficulty and try to remedy it. If he is doing well in school, study to determine the elements of success. Try to see the school through the eyes of this particular child.

Report on School Life.

1. Name and size of school
2. Location of school and character of surrounding community: quiet, noisy, car lines, business districts or residence section, etc.
3. His grade in school
4. Number of children in grade
In school
5. Teacher and her attitude towards child—her interest in him, her knowledge of his interests, nature, condition, and what she says of his work.
6. Attitude of child to school, companions, and teacher—is he happy in his school relations?
7. Subject in which best or poorest by teacher's report and his own report.
8. Any failuresLength of time in grades
.In various schools.
9. Regularity of attendance—explanation of irregularities, health, etc.
10. Influence, if any, of outside interests on school work.
11. Child's ambition or desire for school, or his aversion for it.

12. Character of school room
 - (a) Heating.....Study and test
 - (b) Lighting.....Source and amount
 - (c) Ventilation.....Test.....
 - (d) Equipment: seats—does his properly fit him?
 Decorations, plants, pets—part he has in these things.
13. Facilities in school for play—gymnasium, play ground, swimming-pool; luncheons, cooking and sewing departments; shops, etc.
14. Tests for school subjects: find out some practical test for his ability in a school subject—reading, rate and understanding, tests, arithmetic, spelling, penmanship, composition.

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IX.

MENTAL CHARACTERISTICS AND DISPOSITION OF THE CHILD.

Responses of the child which involve feeling, imagery, inferences, generalizations, decisions, and choices should be noted and recorded carefully. Watch for marks of disposition, mood, and temperament in the child's attitude towards others. Classify all such observations and try to interpret their underlying causes. In connection with all of his work try to see how far he is actuated by ideas and mental considerations explicitly worked out. Test the child's memory, his information, and also his power to meet new conditions. Be sure to distinguish between the ability to remember and the ability to solve new problems. Puzzles in the form of games will serve as tests for both of these abilities. The child's memory for arithmetic facts can be set over against his power to solve new problems. Study carefully every mark of the child's emotional nature, his feeling for objects, his enthusiasms and his pet notions.

In studying the mental characteristics of children it is necessary to determine the relations between these characteristics and their physical conditions, their home life, and training, their plays and games, and their experiences in school. Physical conditions are of the utmost importance in judging mental capacity and peculiarities. Children with well nourished bodies, with happy, open lives, have great advantage over children in whom these are wanting. Work out as fully as possible all the connections you can between the outside life of the child and his ability to think.

The mental tests usually given are satisfactory in standardizing the mental powers of the child only as they are taken in connection with a knowledge of him in all his relations. Some of these tests are mainly verbal and miss most of the important manifestations of mental power. All highly developed tests are valuable only in the hands of trained experimenters, and for that reason should be used only tentatively by observers not so trained.

STUDY OUTLINE.

1. Classify as bright, witty, clever, dull, inventive and original, or lacking in these qualities: give concrete material to show your classification.
2. Emotional character: easily stirred or insensitive, sympathetic.
3. Give several examples of emotional outbursts, such as anger, joy, sorrow.
4. Bashful, timid, bold.
5. Excitable, or staid and phlegmatic.
6. Easily led, suggestible, or independent and self-reliant.
7. Sociable, confiding, or exclusive and indifferent.
8. Domineering and bullying with others, or meek and submissive.
9. Headstrong and opinionated, or teachable.
10. Persevering or fickle in undertakings and interests.
11. Strong likes and dislikes for persons and things.
12. As in previous study—find rating in class at school on above points.
13. Compare for maturity of ideas and independence with other children.

14. Relate mental characteristics and disposition to previous studies.
15. Find out his ideals and plans when he grows up.
16. Make mental tests: use as many tests as you can to determine the age and maturity of child.

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X.

LEARNING PROCESS OF THE CHILD.

The ability of the child to learn can be adequately judged only after careful study and investigation. Of course, rough estimates can always be made and often these are the basis of promotion in school. Ultimately, what the person can do must be the criterion of his learning ability. We should be able, however, to find out definitely his best capacity under the very best and most exact conditions that can be provided. In finding out this capacity the student will be required to work regularly and persistently with the child along some line of learning. The general nature of the learning process will be studied in connection with this work and a comparison of the child's work with that of others will be made. Much attention must be given to individual peculiarities in learning because each one has his own individual method and power. It is desirable to plan a piece of work especially for testing the learning power of the child. Since great differences in learning ability depend upon previous training and experiences, investigation should be directed to habits of learning and training along specific lines of study. Help should be offered him with regard to economical methods of learning and incentives for acquiring good methods of study. Modes of attacking work, developing plans for prosecuting the task, habits of looking for essentials and omitting non-essentials, systematizing the results as rapidly as possible, connecting results and methods with previous experiences are some of the steps to be taught in economical learning.

Learning ability varies with age and maturity, though the curve of ability seems to fluctuate rather than to increase gradually. Power of concentration, resistance to fatigue, adaptability to conditions, suggestibility, and persistence in attack, are dependent in large measure on the child's stage of growth. In preparing tasks for investigating the learning process, age, therefore, must enter into the selection of the materials and the standards applied to results. Young children are not only interested in things of a different nature from what older ones are, but are also capable of learning different subjects at different rates. "Strike while the iron is hot" is particularly applicable to the kind of task set for the individual child. Much time and energy are often lost by attempting to force learning upon the child for which he is not ready. Likewise the child doubtless falls far short, at times, of reaching his full capabilities in learning.

STUDY OUTLINE.

1. Note whether child learns new things easily or with difficulty.
2. How well he remembers the things learned.
3. Note imitation of others in learning; characterize imitations.
4. How far he is suggestible and teachable.
5. His willingness to try and his persistence.
6. Power to attend and concentrate.
7. Ease or difficulty in getting started on new problems.
8. Power to use habits already formed in new problems.
9. Ability to infer and use evidence.
10. Ability to generalize and see relationships.
11. Tests for learning process:

- (a) Teach child something and note steps in learning.
 - (b) Trace his curve of learning.
 - (c) Compare and contrast this curve with some other learning curve.
 - (d) Note child's ability to economize as he goes on.
 - (e) Apply memory tests in this process.
 - (f) Note evidences of fatigue and explain each case fully.
12. Check up learning ability of child with former studies—how he is like others or different from them in this respect.
13. Note effects of success or failure on child's learning ability.

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XI.

LANGUAGE OF THE CHILD.

The language of the growing child forms an important means for finding out his experiences and his needs. It should be remembered, however, that language is but one form of reaction, and a form that is so elusive and subtle that it can be easily misunderstood in interpreting the child. Because a child can use a given word, one must not jump to the conclusion that he has the identical meaning that we possess when we use that word. Words are always relative to growth and experience and are not safely studied apart from other forms of life. Be sure to relate as far as possible the language used by the child to what you see of him in other situations. It may be found that a child has two or three distinct vocabularies to use, one for his companions on the playground, another for his teacher, and a third for his mother at home. Each vocabulary has its own merits and limitations and meanings, and so long as it is kept for its own occasion and context he may succeed in satisfying all parties, while mixing the languages may cause him trouble. Note carefully the value of each of these forms of speech for the real living interests of the child. See if he has not a greater degree of interest and force in the life expressed by the street and playground language than for that of the other relations.

In connection with this study an effort should be made to collect dictionaries and secret languages made and used by children. Secret languages and signs for

their expressions are very common for some ages of child life. They give the significance of language as a social medium in its most effective sense. Nearly always such secret languages and signs belong to an age when gangs and chumming are common activities. The child's language of this sort is for his own private correspondence and conveys his own meanings. On the basis of such a language much might be done in the way of building up a real interest in speech as a social tool. Letters and letter-writing could be developed from such an interest in secret language. In the same way, dramatic activities carry with them valuable hints for language learning. It is too often supposed that speech is more important to the child than action in these dramatic representations, but often the contrary is the case, and certainly the preference is likely to be that of the small boy in a children's performance who said: "I prefer to be a tree in the act and wave my arms for the branches." Language ought to give one a most valuable clue to many of the vital desires of the child, and its study should be undertaken with that in mind.

REPORT ON THE LANGUAGE OF THE CHILD.

1. Note relation of language of child to home life, to companionship, and to school training.
2. Try to estimate the relative influence of each of these on his use of language
3. Note effects of child's reading on his language: vocabulary, sentence structure, readiness of speech.
4. Trace periods of special language interests:
 - (a) Speech efforts and articulation of young child.
 - (b) Rhyme and rhythm, interest in jingles and sounds.

(c) Practice of pronouncing words to self before speaking them aloud.

(d) Secret language and signs used for communication.

(e) Interest in collecting new words, and making dictionaries.

(f) Debating and disputing, use of flowery speech, etc.

5. Study intelligence of child in use of speech: kinds of connectives, forms of sentence showing continuity of thought.

6. Find out through tests how words get meaning to the child.

7. Arrange tests for (a) range of vocabulary, (b) for numbers of different words used to express a given meaning.

8. Make lists of slang words used by child and find out source and value of such expressions

9. Collect stories, poems or dramatic plays composed or written by child and find out relationship of these to reading or to things heard or to plays seen

10. Note the presence of special talent for language and how it is shown.

11. Make a list of the books and stories read.

12. Note any defects of speech and study means for correcting.

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XII.

DRAWING OF THE CHILD.

Drawing is one of the spontaneous activities of childhood and is closely allied to other spontaneous activities, including speech. In all the studies of children's drawings a close relationship is indicated between the forms of the drawing and the growth of the children in power to form images and ideas. The objects selected to be drawn by them are active living ones, as shown in the earliest attempts to represent things. An "engine" is essentially an active creature, as evidenced by the wreath of smoke which stands for the flying object. It is much easier to begin the teaching of drawing through the story element simply because drawing is essentially a language of action. Illustrative of the story, a drawing may portray each part in detail, placing each in its separate relation, irrespective of whether or not the eye can follow the reality of the subject; or, the drawing may select its materials and organize them to suit the plan of the story; or, finally, it may exaggerate any part in order to show the importance which this part occupies in the mind of the artist. In the early stages of drawing, the child's work is purely representative and symbolical of the feelings which he possesses in his own mind, and therefore, to require the little child to draw from some present model is to miss his interest in telling a story as he sees it. The results are always incongruous but significant of the mental stage of the artist. Later in his work the child throws great stress on that part of the incident which impresses him most strongly, which, again, shows his mental growth.

"Cataloguing" of details, as Barnes calls it, is a striking peculiarity of the seven year old child's drawing. Later still, the young artist undertakes to create an exact reproduction of the object as it is before him. At such a stage in growth he is susceptible to cultivation in drawing in its technical aspect and should have the best of training. Cartoons are typical work of boys and girls of the upper grade period and represent a distinct advance both in technique and in ability to see peculiar and unique parts and elements in the object about them, for which they invent or use symbols of drawing. Almost contemporaneous with this interest in cartoons comes the appreciative and decorative efforts of children. Children are no longer satisfied with the merely accurate representation nor with the exaggeration, but demand a thing of beauty. They begin to idealize their object and to touch it up for its own effects.

In all of these peculiar stages in the growth of the interest in drawing, one must provide the fullest opportunities for expression. Like every other interest in childhood, drawing obviously changes with growth and is never twice the same thing. It is much better to encourage the child to do the work he is trying, no matter how crude, than it is to attempt to break in upon him with wholly new and strange kinds of expression. On the other hand, it is necessary always to lead him on to higher forms of appreciation and expression, because to allow him to remain at one level too long is to dull his capacity to grow. Watch carefully the efforts he makes to draw and start training at that particular point. Work his own experiences into his drawings so that drawing may come to stand for an idealization of the life he knows.

STUDY OUTLINE.

1. Make collection of the child's drawings and study carefully.
2. What motives seem to inspire his efforts in drawing?
3. Relationship of his drawings to other experiences—what he has seen, done, or plans to do
4. Are his drawings plans for action, mere pictorial expressions of impulses, or representations of ideas, and do they tell some story?
5. Study technique and skill shown in his drawings.
.....
6. Note how far intelligence enters into his drawings: outline, details, proportions and values
7. Watch for any possible talent in drawings...
8. Study attitude of child toward drawing as a school subject and note his likes or dislikes for it
9. Compare work in drawing with child's work in other lines.
10. Compare his drawing with studies on drawings of other children
11. Compare spontaneous drawings with his work as directed in school
12. Devise tests to show ability of child to draw and compare your tests with those devised by others.
.....

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XIII.

MOVEMENTS AND MOTOR ABILITY OF THE CHILD.

From the beginning of life the child moves. By movement he grows and takes on adult form and characteristics. The fact that schools of present day are attempting to provide for activities on a large scale, is in line with an understanding of the importance of movements in the life of the growing child. We are yet far from a perfect realization in practice of the importance of free movement and of the possibilities for education of such an arrangement. Close observation of movements already noted under play, instinctive activities, the learning process, language, and drawing will reveal the points called for in this study. All such movements should be collected and classified under the head of "motor control." Note the conditions under which the child makes his most effective movements. Find out if possible whether the time of day has any influence upon his action and control. Relate movements as far as you can to motives on the one hand and to habits on the other. Keep a careful diary of the acts of the child. Notice how much more quickly he tires where movements are forced upon him, than in occupations chosen by himself. Why is this so? See also if you can discover the effects of monotonous movements as compared with new and difficult work in their effects upon fatigue. In making tests for motor capacity it is necessary to adopt definite standards for measuring results, such as surplus movements, rate of movements, precision, and strength.

Some movements are large, crude, and strong, while others are finer, more delicate, and indicate skill. By some writers the first class is designated as "fundamental movements" and the latter as "accessory." Fundamental movements belong to the earlier years of childhood, though they have periods of prominence all through the growing age. Skill is based upon strength, and is, therefore, a product of later growth and training. In studying the child it is desirable to trace the growth of these two forms of movement and to attempt to provide exercises appropriate to the growth of each.

STUDY OUTLINE.

1. Note movements in play and work—skillful, awkward, quick, slow, impulsive, left-handed, ambidextrous.
2. General movements of the body: good or poor control, well co-ordinated, intelligent, purposeful or random and aimless, slovenly or slouchy, strong, firm, weak, faltering or definite and effective.
3. Power of endurance, strength and precision.
4. Note walking: shambling or regular, quick, nervous, slow, precise.
5. Speech characteristics: articulation, good or defective, hurried and indistinct, or deliberate and clear; effects of excitement on speech, high pitched or low voice.
6. Posture, standing and sitting: erect, crumpled, amount of effort required to keep erect, restless, quiet.
7. Peculiar movements: face, eyes, mouth and tongue, hands, fingers. Note over-mobility and multiplicity of movements.

8. Tests: strength of grip, endurance, rate of tapping, steadiness, control in balancing, aiming, and tracing (much of this can be seen in child's writing, drawing, running and other activities).

9. Contrive a task in work or play and note the exact number of movements, practice until these are reduced to minimum.

10. Classify movements as fundamental and accessory or combinations.

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XIV.

MORAL CHARACTERISTICS OF THE CHILD.

We are prone to judge children's moral character by adult standards. Likewise we are prone to overlook the deepest and most abiding elements in their lives—their sorrows, their loves, their hates, and their ambitions. It is an obvious impossibility for us to enter into the child's world of aspirations, fears, and points of view, and, consequently, dangerous for us to attempt to impose our adult morality literally upon him. Democracy demands that the right of each to judge for himself and to act upon his judgment must be respected. It is customary to accept this doctrine of democracy for all cases except those of children. How often have we in our smug assumption of infallibility made judgments for our children and subsequently been chagrined by discovering ourselves in the wrong! Growth of moral character depends upon the individual's right and opportunity to make selections and to stick to them until he reaches some conclusion, good or bad. This implies that children should be allowed to try for themselves, to make mistakes and to be encouraged to correct them. It is possible to accord this right to them if we take care that their judgments are made within the limits of a child's world of persons and realities.

Watch closely the meaning of temptations on the child. Meet the child on the level of frankness, honesty, and confidence, and he will return like respect

to you. It is not necessary that one be visionary and without firmness to deal on this level with a child. Unless honesty pervade your dealing with him, your work will avail you very little and will be harmful to him.

In his school work find out his standards for judging and acting in his relation with others. Why do children sometimes cheat on examinations? What effects have "marks" on their sense of responsibility? On playground watch for evidences of spontaneous acts possessing honorable or dishonorable tendencies. Try to formulate the standards of conduct which the child uses in dealing with his elders, with companions, and with himself. These standards are his foundation for character. They should change with his growth in power of comprehension and of responsibility. Help him thus to formulate standards of conduct that will enlarge his horizon and enable him to see more clearly the values of life as he grows to meet them.

STUDY OUTLINE.

1. Note cases of fairness and honesty in play and work, straightforwardness and bravery.
2. Record acts of deception, lies, concealment, slyness, cowardice.
3. Note also cheating in any form.
4. Note evidences of ill-temper, lack of self-control, quarrelsomeness.
5. Stubbornness, sulkiness, pouting, peevishness, or fits of jealousy.
6. Perversions of any sort—fears, morbidness, manias.
7. Watch for kindness, sympathy, unselfishness, self-sacrifice.

8. Study and report cases of loyalty.
9. Cases of vanity, conceit, boastfulness, and bragging.
10. Sense of responsibility, trustworthiness.
11. Sticking to some principle under all circumstances.
12. Discover any ideals of conduct and righteousness which child has.
13. Study the persons the child admires and imitates.
14. Character of stories he reads or hears and likes—moral, immoral or unmoral in quality.
15. Sense of right and wrong, remorse and shame for wrong doing.
16. Test moral ideas by stories or pictures, and plan situations which allow you to judge of sense of honesty and fairness.
17. Classify all actions which you think have moral quality under head of moral conduct.
18. Note whether child tends to justify himself because "some one else did it."

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XV.

THE EXCEPTIONAL CHILD.

Every child is in some respects an exceptional child and must receive consideration as such. When you begin your associations with the child, do so by becoming familiar with his individual traits and peculiarities. Describe fully all the traits which distinguish him. If some of these are striking, follow them out and try to devise ways of controlling them, i. e., encouraging or utilizing or discouraging them. Many children are highly gifted in some direction. If you have to deal with such a case, consider how to provide proper advantages for it. Since each has his own strength or weakness, the question as to whether it is better to encourage him along the line of the former or to dwell upon the latter in order to bring it up to a given standard is one that must be considered. If the child has obvious defects try to relieve them. Secure parental coöperation and consent to have needs attended to and find places and institutions where children suffering from such difficulties may be handled. Numerous facilities are available for curable defects and it is your business to help find them for the suffering child. Whether your case be strength, weakness, or mediocrity, try to discover the traits of importance in handling him and in providing for his welfare.

Study especially to see how far his school work ministers to his peculiar needs. If he has a talent for some occupation, is the talent being properly directed by the school? Is one capacity being sacrificed for the sake of another? If the case is one of weakness,

it should be remembered that physical weakness and malnutrition often lie at the basis of mental defects and care should be directed to make the child sound in body before trying to accomplish anything important with his mind.

STUDY OUTLINE.

1. Note whether child has special capacities or interests.
2. Note any peculiarities which mark him off from others.
3. Collect and study his drawings, what they show as to mentality, etc.
4. If he has made collections, study and classify.
5. Note objects constructed: doll clothes, toys, etc., and discover his motives, his ability to make things and his needs.
6. Give evidences of dramatic ability, watch his plays and acting.
7. Note special musical ability, direction of interest and kind of music.
8. Note interest in dancing—kind and character.
9. Interest in experimentation, in prying into things and secrets.
10. Interest in outdoor activities—hunting, swimming, gardening.
11. Attitude towards pets, if unusual, and what this is.
12. Interest in particular people, and reason for interest.
13. Particular bent in reading—stories, poetry, etc.
14. Special gift in writing—character and degree.
15. If child is below grade in some respect, note

difficulty, devise tests to discover the kind and amount of such deficiency.

16. In connection with home conditions find out about heredity of exceptional child and account for his condition if possible.

17. After testing and finding peculiarity, devise means for dealing with his case effectively.

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